



SC Annual School  
Report Card  
Summary

Edmund A. Burns Elementary  
CHARLESTON  
Grades: PK-5 Enrollment: 527  
Principal: L. Lynn Owings  
Superintendent: Dr. Nancy J. McGinley  
Board Chair: Mrs. Cindy Bohn Coats

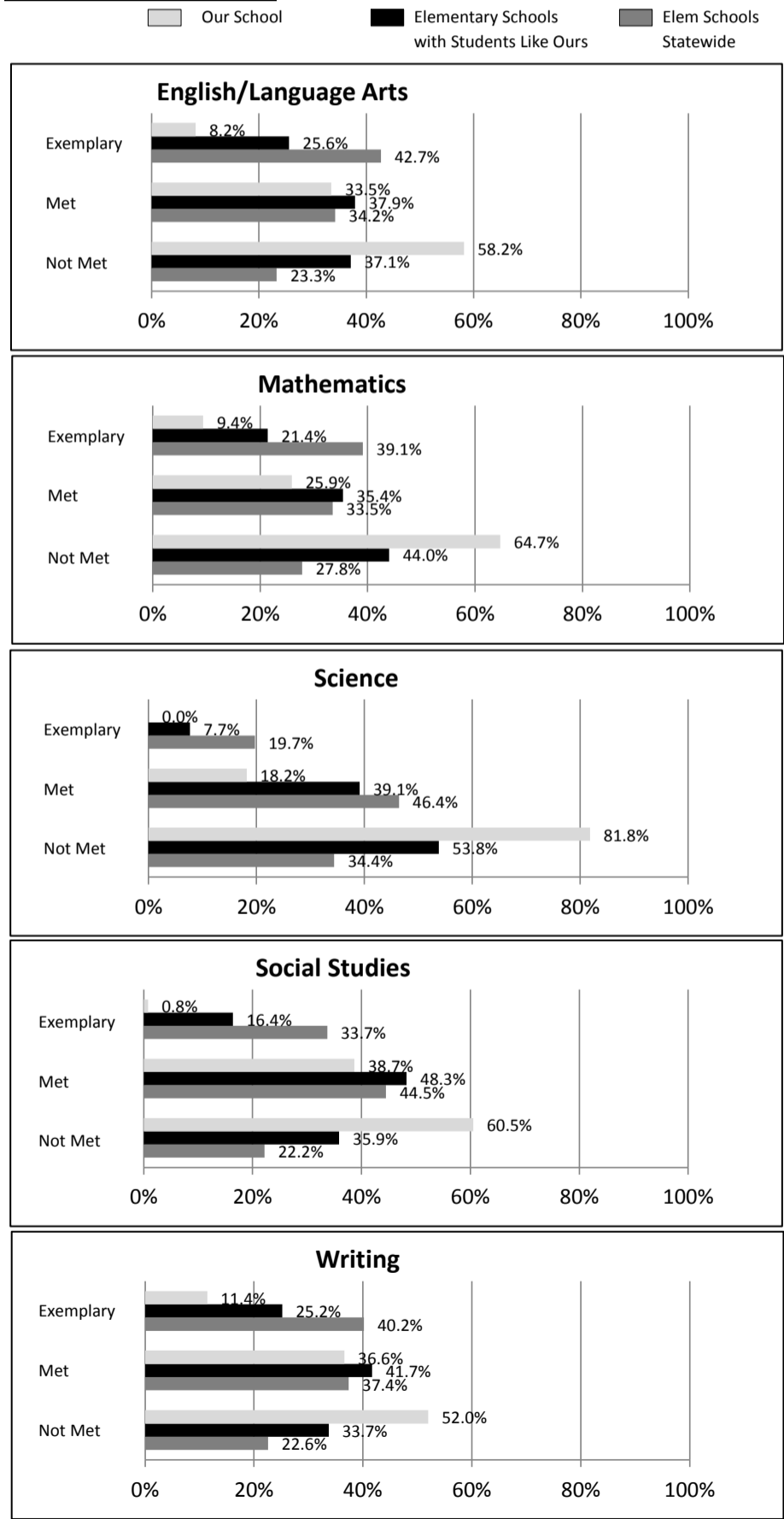
PERFORMANCE		Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on <a href="http://www.ed.sc.gov">www.ed.sc.gov</a> and <a href="http://www.eoc.sc.gov">www.eoc.sc.gov</a> as well as school and school district websites. Printed versions are available from school districts upon request.					
YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM		
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator	
2014	At-Risk	Average	TBD	TBD	F	Priority	
2013	At-Risk	Average	N/A	N/A	F	N/A	
2012	At-Risk	At-Risk	N/A	N/A	D	N/A	

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
1	4	77	43	15

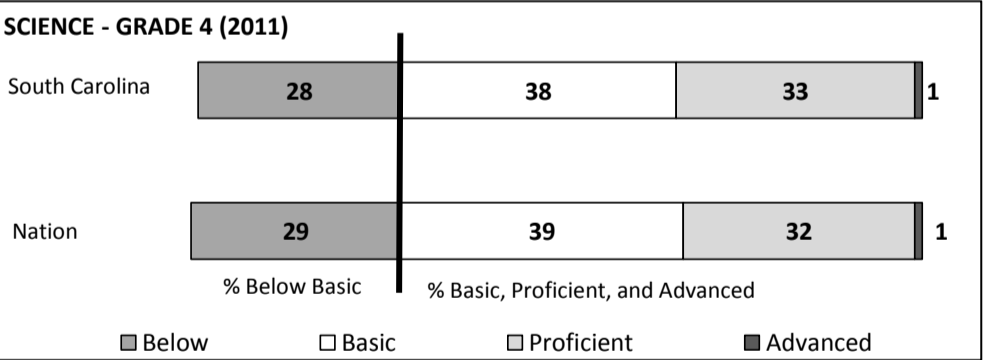
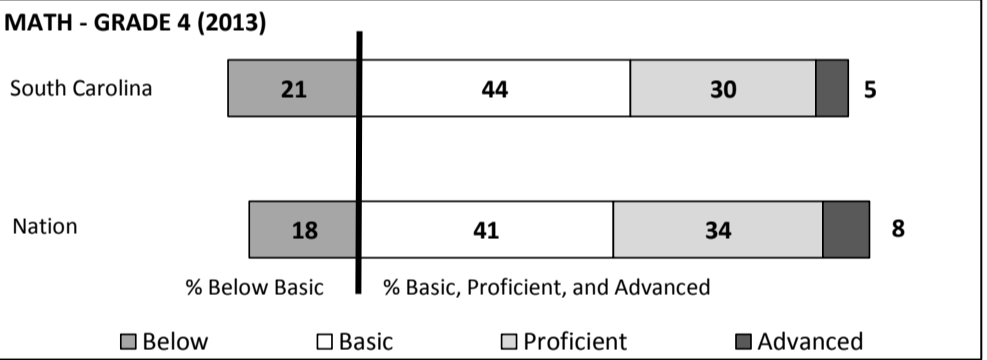
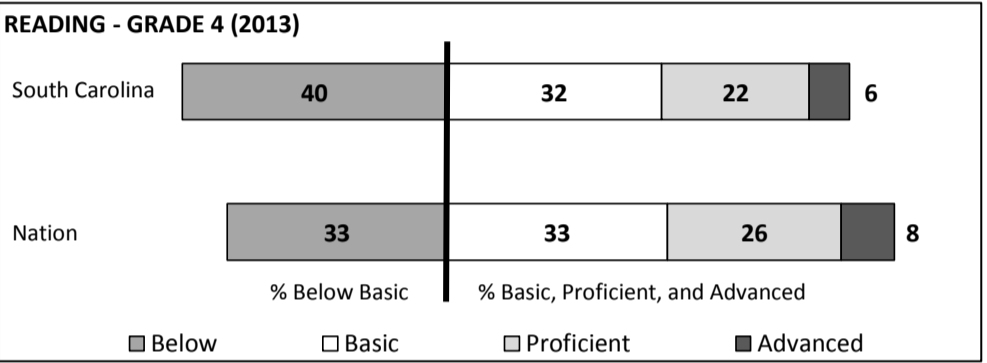
\* Ratings are calculated with data available by 04/27/2015. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

SC PASS PERFORMANCE



NAEP\*

\*Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



SC PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Abbreviations Key

N/A-Not Applicable    N/AV-Not Available    N/C-Not Collected    N/R-Not Reported    I/S-Insufficient Sample    TBD-To Be Determined

Edmund A. Burns Elementary  
CHARLESTON

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary Schools
Students (n = 527)				
Retention rate	1.9%	Up from 1.0%	1.5%	1.0%
Attendance rate	95.7%	No change	96.0%	96.5%
Served by gifted and talented program	0.7%	Down from 0.9%	2.4%	7.3%
With disabilities	13.5%	No change	14.2%	12.5%
Older than usual for grade	2.5%	Up from 2.4%	2.8%	1.8%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	6.6%	Down from 7.8%	0.0%	0.0%
Teachers (n = 48)				
Teachers with advanced degrees	47.9%	Up from 39.0%	60.6%	62.3%
Continuing contract teachers	43.8%	Down from 48.8%	73.2%	81.2%
Teachers returning from previous year	70.4%	Up from 60.2%	83.1%	88.4%
Teacher attendance rate	96.5%	Up from 96.3%	95.2%	95.3%
Average teacher salary*	\$46,132	Up 13.3%	\$45,696	\$47,902
Classes not taught by highly qualified teachers	9.9%	Down from 10.9%	0.0%	0.0%
Professional development days/teacher	22.4 days	Up from 7.6 days	9.9 days	10.9 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	19.4 to 1	Up from 14.2 to 1	18.5 to 1	19.9 to 1
Prime instructional time	91.6%	Up from 91.5%	90.4%	90.7%
Opportunities in the arts	Good	No change	Good	Good
SACS accreditation	No	No change	Yes	Yes
Parents attending conferences	100.0%	Up from 98.0%	100.0%	100.0%
Character development program	Good	No change	Excellent	Excellent
Dollars spent per pupil**	\$10,410	Up 19.1%	\$8,603	\$7,680
Percent of expenditures for instruction**	69.5%	Up from 69.0%	64.4%	66.8%
Percent of expenditures for teacher salaries**	68.5%	Up from 68.0%	63.9%	66.0%
ESEA composite index score	38.0	Down from 54.9	68.4	85.7

\* Length of contract = 185+ days.  
\*\*Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	17	47	33
Percent satisfied with learning environment	70.6%	85.1%	87.9%
Percent satisfied with social and physical environment	72.2%	81.3%	76.7%
Percent satisfied with school-home relations	50.0%	85.5%	82.4%

\*Only students at the highest elementary school grade level at this school and their parents were included.

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

E.A. Burns Elementary is a Title I school in North Charleston, South Carolina, that serves 560 students in grades pre-kindergarten through 5, with a poverty index of 98%. The faculty and staff work to create a positive, nurturing environment in which individual accountability and high standards are priority for both teachers and students.

To best prepare students for the demands of 21st century technology and innovation, Burns Elementary has become a personalized learning school. This initiative supports a differentiated and rigorous curriculum through small, flexible groups to best meet the needs of each individual learner and accelerate achievement. Specialized student intervention and enrichment are integrated in each grade level to ensure that each student is given the means necessary to achieve and grow. In addition to school-wide initiatives, faculty and staff participate in personalized professional development to meet their individual needs and increase student achievement. Individual student data from the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) indicate that these initiatives are increasing student achievement. MAP reading data for the 2013-2014 school year shows that 44% of students in grades 1-5 were reading on grade level in the fall of 2013. This increased to 60% reading on grade level in the spring of 2014. Burns Elementary continues to make great improvement towards meeting the school climate, student achievement, and faculty and administration quality goals as outlined in our school improvement plan.

Student leadership and decision making have increased throughout the school as part of the personalized learning initiative. Student leaders have worked with the community and school-district leadership to establish a vision for E.A. Burns Elementary. In addition, the Positive Behavior Intervention and Supports (PBIS) system practiced throughout the school recognizes students making appropriate choices. The primary goal for PBIS is to improve immediate behavior as well as provide students with the life skills necessary for positive and productive decision making outside of school. The PBIS model is shared with families to build strong home-school connections and encourage consistency for students.

Collaboration with community agencies continues to provide needs-based assistance for families. Family initiatives include ongoing parenting sessions, student agenda books, daily homework folders, weekly courier folders, monthly school events calendars, newsletters, calls, emails, progress reports, report cards, notes, and conferences. To enrich the lives of all students, Burns Elementary incorporates fine arts through Engaging Creative Minds and Yo Art, field trips, swimming, ballet, and scouts.

Efforts to encourage family involvement include volunteers, family input on decision-making teams and in building a school vision. Community partners include two local colleges, a local church, the mayor’s office, and community organizations that provide support include Communities in Schools, Reading Partners, and Reading with Realtors.

L. Lynn Owings, Principal  
Cassandra Williams, SIC Chairperson